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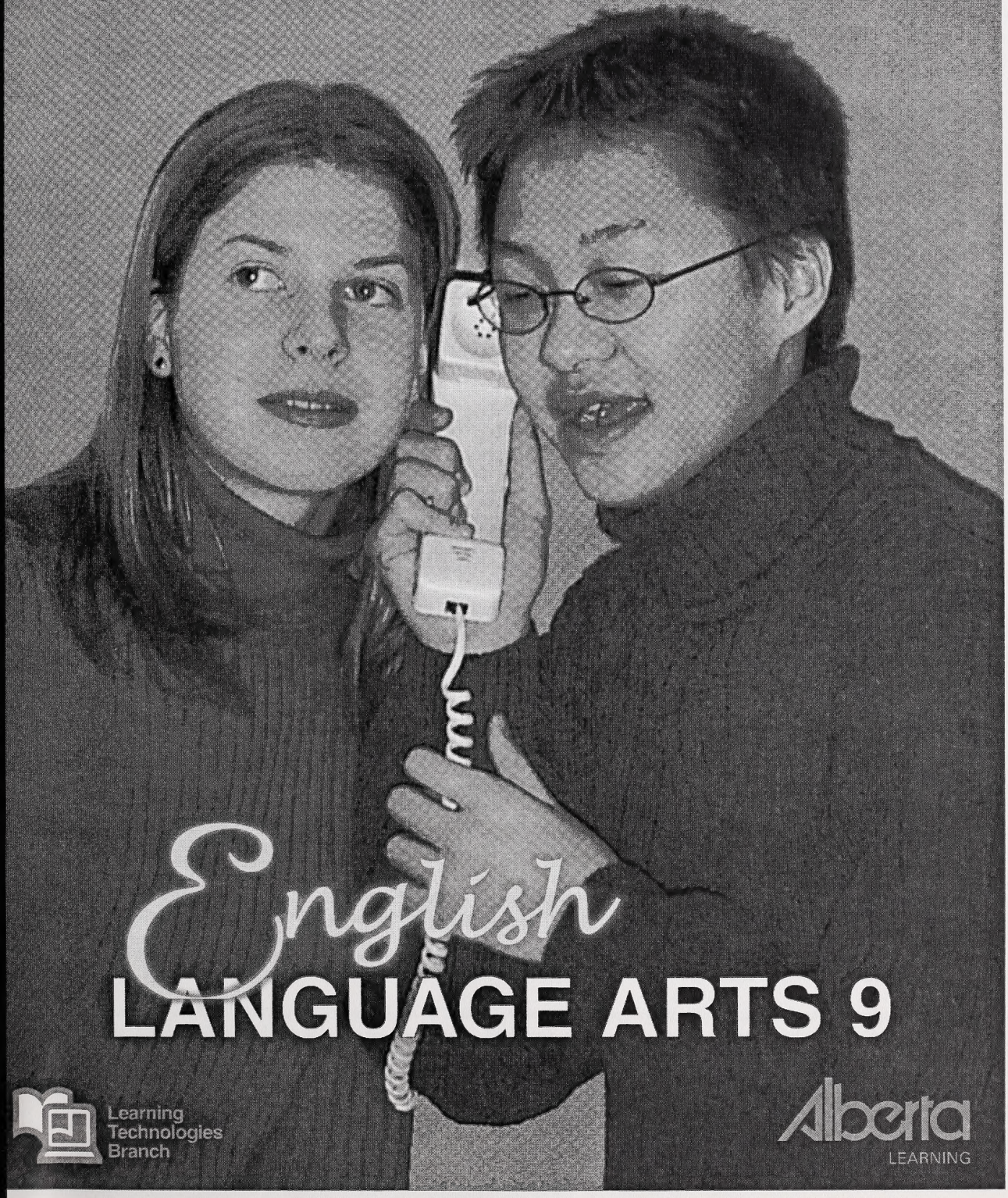
STRUCTOR'S GUIDE AND ASSIGNMENT BOOKLET 7A



English LANGUAGE ARTS 9

Learning Technologies Branch

Alberta LEARNING

English Language Arts 9
Module 7: Do the Right Thing
Home Instructor's Guide and Assignment Booklet 7A
Learning Technologies Branch
ISBN 0-7741-2064-9

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

You may find the following Internet sites useful:

- Alberta Learning, **http://www.learning.gov.ab.ca**
- Learning Technologies Branch, **http://www.learning.gov.ab.ca/ltb**
- Learning Resources Centre, **http://www.lrc.learning.gov.ab.ca**

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HOME INSTRUCTOR'S GUIDE
ENGLISH LANGUAGE ARTS 9 – MODULE 7: DO THE RIGHT THING

Assignment Booklet 7A

Module 7 uses the topic of issues as a framework for reading stories, poems, articles, and a short play. Students will also practise expressing opinions effectively in speech and in writing.

Section 1: Choices and Decisions

In Section 1, students think about difficult choices and decisions that people make in their lives. They also work on their skills in interpreting poems and stories and in using phrases effectively in their sentence constructions.

- The first activity asks students to read a poem and listen to a story on the *English Language Arts 9 Audio CD*. The story, called "The Purple Children," is fairly long. To enable your student to focus on the story, arrange an appropriate place and time when there won't be interruptions or distractions. Students should read the questions before listening to the story so that they can consciously listen for the answers. In some cases, students may wish to listen to the story (or parts of it) twice.

- Activity 2 asks students to read a story on a controversial subject—cheating. The first assignment question requires students to select a character from either the poem "Fifteen" or the story "The Long Journey" and write a letter to him about his dilemma and his integrity. Discussing both pieces of literature may assist your student to choose the character and help in forming ideas. Encourage your student to use a web or some other effective method to generate ideas and an outline to organize them.

- In Activity 3, students read another story about characters facing a dilemma that tests their integrity. In the Assignment Booklet, students are asked to write a composition on this story similar to a journal entry. Be sure that your student reads the directions and responds to all four points. Reading the checklist before writing the assignment will focus the student's attention on the requirements for this assignment.

- The last activity in this section reviews some essential points about sentence structure and then teaches the student to use phrases effectively in sentence construction. Extra help on phrases is available in the *Junior High English Language Arts Handbook*.

Section 2: The Theme of Compassion

The theme of Section 2 is compassion, caring, and sharing. Students will read a poem, an article, a story, and a play, all of which illustrate this theme. They should develop their interpretation skills and their understanding of the structures of plays.

- The literature in this section shows how many people demonstrate sensitivity and sympathy toward others. Discuss with your student people known for kindness and generosity. Encourage the student to think about a way for him or her to help someone in need.

- In Activity 3, students read a short play and learn how drama is written. It's often easier to understand a play when it's read out loud (called a *readers' theatre*). If possible, arrange to have four readers (the student and three others), one for each character. Encourage each reader to read expressively so that the character's personality and emotions are apparent.

- The first assignment question asks students to convert the story "Babysitting Helen" into a short play. Encourage your student to reread this story before beginning the assignment. Students should use script format (keep in mind that they aren't writing a short story with conversation), similar to the format used in "The Last Leaf" in *Crossroads 9*.

  For more help in writing a play, consult the *Junior High English Language Arts Handbook*. Remind your student to review the checklist in the Assignment Booklet before doing this question. The student may copy the characters' words directly from the story. The script should contain stage directions indicating how the actors should look, speak, and behave as they talk.

- In Activity 4, students learn more about sets, characters, and mood in a play. The next assignment questions relate to the script that the students have written. Students should design a diagram for the main set and develop a description for each character in the play. They should use the checklists to be sure that all parts of the assignment have been completed.

ASSIGNMENT BOOKLET 7A

PAT9100 English Language Arts 9
Module 7: Section 1 Assignment and Section 2 Assignment

Home Instructor's and Student's Comments:

STUDENT FILE NUMBER
(if label is missing or incorrect)

_____

Date Submitted:

_____

Apply Module Label Here

Name _____

Address _____

_____

_____

Postal Code _____

Please verify that preprinted label is for correct course and module.

FOR SCHOOL USE ONLY

Assigned Teacher:

_____

Date Assignment Received:

_____

Grading:

_____

Teacher's Comments

_____

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with Assignment Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Take your Assignment Booklet to the post office and have it weighed. Attach enough postage and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

FAXING

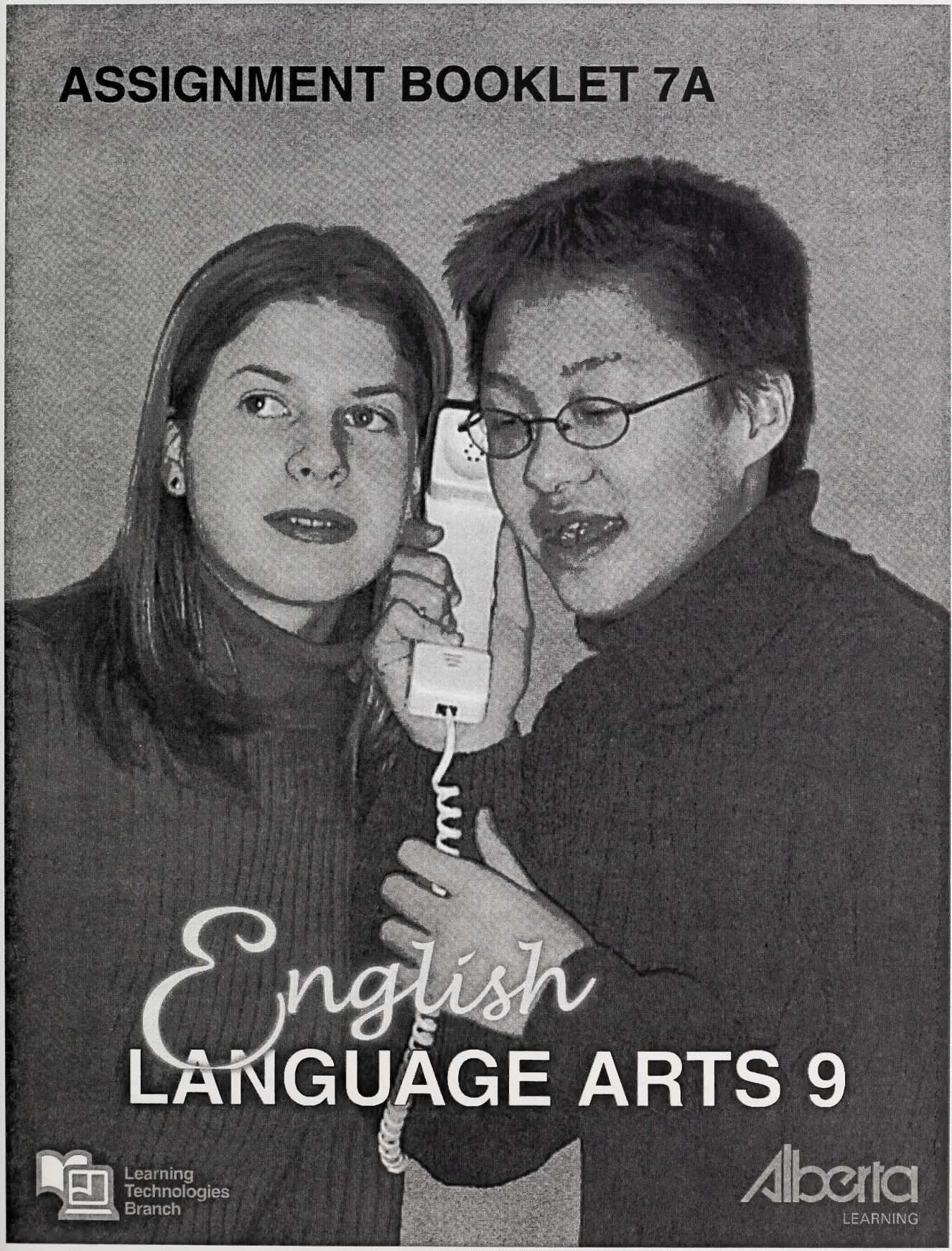
1. Assignment Booklets may be faxed. Contact your teacher for the fax number.

2. All faxing costs are the responsibility of the sender.

E-MAILING

Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

ASSIGNMENT BOOKLET 7A



English LANGUAGE ARTS 9

Learning Technologies Branch

Alberta LEARNING

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Section 1 Assignment	20	
Section 2 Assignment	40	
	60	

Teacher's Comments

English Language Arts 9
Module 7: Do the Right Thing
Assignment Booklet 7A
Section 1 Assignment and Section 2 Assignment
Learning Technologies Branch

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Students	✓
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ASSIGNMENT BOOKLET 7A
ENGLISH LANGUAGE ARTS 9: MODULE 7
SECTION 1 ASSIGNMENT AND SECTION 2 ASSIGNMENT

Your mark for this module will be determined by how well you do your assignments in the Assignment Booklets.

There are two section assignments in this Assignment Booklet. The value of each assignment is stated in the left margin. This Assignment Booklet is worth 60 marks out of the total 100 marks for Module 7.

Work slowly and carefully. If you are having difficulties, review the appropriate section before completing the assignment.

You may use a computer and word-processing program for many of these questions. If you use a computer, be sure that you submit a printed copy that has been proofread and is readable. Include your name, course name, and assignment number on each page.

Section 1 Assignment: Choices and Decisions

20

Read all parts of your assignment carefully and record your answers in the appropriate places.

10

1. In this section, you read a poem and a story about boys who faced dilemmas. Write a letter to **either** Walter in "The Long Journey" **or** to the speaker in "Fifteen." You may use your imagination to make up a mailing address. In your letter, discuss

- the dilemma faced by the boy
- the boy's decision
- the consequences of the boy's decision
- your opinion of the boy's decision and his integrity

Review the checklist and Assessment Criteria on the following page before submitting your assignment.

Here's a short checklist to help ensure that you've remembered to do everything you should for this assignment. Be sure to go through it before submitting your letter.

I've thoughtfully considered the piece of literature that I chose to write about.	
My letter deals with all four of the points listed in the directions.	
I've shown that I understand the character and his situation.	
My letter format is correct.	
In my letter, I've organized my ideas into paragraphs.	
I've proofread my letter to eliminate errors in spelling, punctuation, capitalization, and grammar.	
I've chosen my words carefully.	
I've created effective sentences.	
I'm pleased with my letter.	

Assessment Criteria

Thought and Detail **(5 marks)**

- literature thoughtfully considered
- all four points in the directions covered
- good understanding of the character and his situation

Writing Skills **(5 marks)**

- ideas organized into paragraphs
- errors in spelling, punctuation, capitalization, and grammar eliminated
- careful word choices
- effective sentences
- correct letter format

(There is more room for your answer on the next page.)

(10) **2.** In Activity 3, you read the story "And the Lucky Winner Is…." Write a composition similar to a journal entry about the story. In your composition, you should discuss

- the dilemma that Jon and Peri face
- the pros and cons of Jon's choice about the Hi-med Lottery
- Jon's decision
- your opinion of Jon's decision

Here's a short checklist to help ensure that you've done everything you should for this assignment. Be sure to go through it before submitting your composition.

I've written my composition to resemble a journal entry.	
I've thoughtfully considered the piece of literature.	
I've shown that I understand the dilemma that Jon and Peri face.	
I've discussed the pros and cons of Jon's choice about the Lottery.	
I've explained Jon's decision and given my opinion on his decision.	
I've organized my ideas into paragraphs.	
I've proofread my composition to eliminate errors in spelling, punctuation, capitalization, and grammar.	
I've chosen my words carefully.	
I've created effective sentences by various means, including the use of phrases to combine ideas.	
I'm pleased with my composition.	

Assessment Criteria

Thought and Detail **(5 marks)**

- literature thoughtfully considered
- good understanding of the characters and their situation

Writing Skills **(5 marks)**

- ideas organized into paragraphs
- errors in spelling, punctuation, capitalization, and grammar eliminated
- careful word choices
- effective sentences, including the use of phrases to combine ideas

(There is more room for your answer on the next page.)

(There is more room for your answer on the next page.)

40

Section 2 Assignment: The Theme of Compassion

Read all the parts of your assignment carefully and record your answers in the appropriate places.

20

1. In this section, you read the play "The Last Leaf." You examined the playwright's use of dialogue to reveal character and conflict, and you thought about how actors use stage directions for information about movement, facial expression, body language, and voice expression.

Convert the story "Babysitting Helen" into a short play. Use "The Last Leaf" as a model for your script. Here are some suggestions to assist you in this assignment:

- You may want to divide your play into two or three short scenes.
- Set off the stage directions by using parentheses as well as italics, or use a different colour or font than you used for the dialogue.
- Don't use quotation marks or tags to indicate speech. (Look at "The Last Leaf" for a model of how dialogue is written in a script.)
- Begin your script with a list of characters and a brief description of each one.
- You don't have to include a narrator or announcer.
- You may copy dialogue from the story, but you may also add your own dialogue.
- You don't have to include every detail or piece of dialogue from the story.

Review the checklist and Assessment Criteria on the following page before submitting your assignment.

Here's a short checklist to help ensure that you've remembered to do everything you should for this assignment. Be sure to go through it before submitting your script.

I've included a brief list of characters and their descriptions.	
I've provided dialogue that shows the characters and their conflicts.	
I've included stage directions that assist readers in understanding how the actors should speak, look, and move.	
I've created an interesting play that readers can understand and enjoy.	
I've used parentheses and either italics or a different font or colour for the stage directions so that the reader can easily tell the difference between dialogue and stage directions.	
I've organized my play into scenes.	
I've proofread my play to eliminate errors in spelling, punctuation, capitalization, and grammar.	
I'm pleased with the way my script turned out.	

Assessment Criteria

Content **(10 marks)**

- brief list of characters and their descriptions
- dialogue showing the characters and their conflicts
- appropriate stage directions
- interesting and enjoyable play

Presentation **(10 marks)**

- stage directions visually set off from the dialogue
- play organized into scenes
- script edited to eliminate errors in spelling, punctuation, capitalization, and grammar

(There is more room for your answer on the next page.)

(There is more room for your answer on the next page.)

(There is more room for your answer on the next page.)

(5) **2.** After you read the play "The Last Leaf," you were asked to think about staging the play. Suppose you were to stage the play that you've just written based on the story "Babysitting Helen." Use the given space to draw a diagram showing the main set design that you would use for your play. Follow the style of the diagram shown in the Student Module Booklet. **Note:** Remember, this is only to be a diagram, not an artist's illustration of how the stage would ultimately look.

Here's a short checklist to help ensure that you've remembered to do everything you should for this assignment. Be sure to go through it before submitting your script.

I've presented a diagram that's clear and easily understood.	
My set design suits the needs of the script.	
I've labelled the drawing.	

Assessment Criteria

Diagram **(5 marks)**

- clear and easily understood drawing
- understanding of the play's setting
- set design suitable for the needs of the script
- appropriate labelling

(15) **3.** Now suppose that you're choosing actors to play the parts in your play "Babysitting Helen." Devote **one** page for each of the four characters: Trish, Helen, Barb, and Trish's mother. (The following pages have been labelled for you.)

For **each** character, assemble the following information:

- a picture of an actor or model who would be appropriate for this part (You may draw the person or you may find an appropriate photograph in a magazine or catalogue. If you choose to do a drawing, your artistic ability will not be evaluated.)
- a description, written in sentences, of the character's age and personality
- a description of how the actor should look to play the part on stage (Think about costume, hairstyle, grooming, makeup, and so on.)

Here's a short checklist to help ensure that you've remembered to do everything you should for this assignment. Be sure to go through it before submitting your character descriptions.

I've included a photograph or drawing for each character in the play.	
I've described each character's age, personality, and appearance.	
My pictures and descriptions show a good understanding of the characters.	
I've presented my pictures and written descriptions neatly on the page.	
I've proofread my descriptions to eliminate errors in spelling, punctuation, capitalization, and grammar.	
I've chosen my words carefully.	
I've created effective sentences.	
I'm pleased with the visuals that I used as well as the written descriptions of the characters.	

Assessment Criteria

Content **(10 marks)**

- photograph or drawing for each character
- appropriate description of each character's age, personality, and appearance
- good understanding of the characters shown in pictures and descriptions

Presentation **(5 marks)**

- neat presentation of pictures and written descriptions
- errors in spelling, punctuation, capitalization, and grammar eliminated
- careful word choices
- effective sentences

Trish

Helen

Barb

Trish's Mother

ASSIGNMENT BOOKLET DECLARATIONS

The Student's Declaration is to be signed by a student registered at the Alberta Distance Learning Centre. If the student is under 16, the Supervisor's Declaration is to be signed by the student's supervisor, who is usually a home instructor, teacher, or home-schooling coordinator. Failure to complete this page may invalidate the assignment results.

STUDENT'S DECLARATION

- I have followed the instructions outlined in the Student Module Booklet.
- I have completed the activities to prepare myself for the assignments in this Assignment Booklet.
- I completed the assignments in this Assignment Booklet by myself.

_____

Student's Signature

SUPERVISOR'S DECLARATION

I hereby certify that I have supervised the learning activities completed by _____.

Student's Name

I also certify that to the best of my knowledge the assignments in this Assignment Booklet were completed independently by this student.

_____

Supervisor's Signature

If you, the student or supervisor, have any comments or observations regarding this module, write them in the following space.

_____

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